

Virginia • North Carolina • South Carolina • Georgia • Kentucky

Name:	
Date:	



LinguaFolio

The LinguaFolio is a document in which those who are learning or have learned a language at school or outside of school can record and reflect on their language learning and cultural experiences. It is a tool that should accompany language learning throughout life and is suitable for documenting language abilities for various uses.

LinguaFolio consists of three parts:

1) Language Passport

The Passport is an overview of your experiences and ability with different languages. It records formal qualifications and diplomas as well as self assessments and can be updated frequently.

The Passport includes

- a summary of language learning and intercultural experiences or language courses outside of school
- summer study, academies, or camps
- contact with speakers of the language
- a self-assessment grid and global scale
- a linguistic profile

2) Language Biography

The Biography is a record of your personal language learning history that helps to evaluate your learning goals and to reflect on your language learning and cultural experiences.

The Biography includes

- learning goals—why you are learning language(s) and which language skills are most important to you
- language history—list of language learning experiences and dates
- significant language learning and intercultural experiences
- current linguistic priorities including self-assessment checklist

3) Dossier

The Dossier is a collection of samples of work and certificates chosen by you to document and illustrate your language skills, experiences, and achievements. It can be used to demonstrate your language abilities to others.

The Dossier includes

- · samples of written work and projects
- · certificates that indicate language skills
- · video and/or audio recordings
- reports from tutors

LinguaFolio is intended to

- encourage the learning of all languages
- emphasize the value of knowing many languages—plurilingualism and pluriculturalism
- contribute to global understanding
- promote autonomous learning and the ability to assess one's skills
- facilitate articulation among language programs based on a clear and commonly accepted description of language proficiency (high school to university, or transfer of students within school districts)
- serve as a tool to assess language learning
- recognize and value heritage languages
- promote language learning as a lifelong endeavor

LinguaFolio helps learners

- evaluate and describe their language proficiency in clear and simple terms
- document and reflect on their language learning inside and outside school and on their intercultural experiences
- inform others about their proficiency in different languages (when changing schools, starting a language course, participating in an exchange program, applying for a job)
- set personal language learning objectives and map out ways to achieve them (cultivating community experiences, listening to music, using the Web)

LinguaFolio helps educators, schools, and other institutions

- recognize the needs and motivation of learners and to help them set learning goals
- develop programs based on learner strengths and needs
- obtain information about the learners' previous experiences with languages
- evaluate and document performance in a variety of ways
- connect US standards and performance guidelines to the internationally accepted Common European Framework of Reference for Languages
- describe their language programs and produce evidence of language learning experiences

LinguaFolio helps businesses and community employers

 acknowledge language proficiency of their employees or job applicants and utilize better their language abilities

LinguaFolio Passport Languages I have learned in my family Languages I have learned in school Language Type of Program* Average Hours Years Learned From - To per Week *language instruction, immersion, exploratory, heritage language courses, etc Languages I learned outside of normal school instruction Type of Language Acquisition* Language Age/From - To *tutoring, online, computer programs, etc. Language experiences (travel abroad, work exchange, home stay, study program) Country Type of Experience Age During Length Participation of Stay Language tests, competitions, certificates, diplomas Description Score/Results Language Date

Language:				
	Novice	Intermediate	Advanced	
	M H	L M H	L M-H	
Listening				
Reading				
Person-to-Person Communication				
Spoken Production Written Production				
written Production				
Language:				
	Novice	Intermediate	diate Advanced	
	M H	L M H	L M-H	
Listening				
Reading				
Person-to-Person Communication				
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	Novice	Intermediate	Advanced	
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Language:				
	Novice	Intermediate	Advanced	
	M H	L M H	L M-H	
Listening				
Reading				
Person-to-Person Communication				
Spoken Production				
Written Production				
Language:				
	Novice	Intermediate	Advanced	
	M H	LMH	L M-H	
Listening				
Reading Person-to-Person Communication				
Spoken Production				
Written Production	H H			

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		Novice		Intermediate			Advanced	
		Mid	High	Low	Mid	High	Low	Mid-High
Interpretive	Listening	I can understand everyday words, phrases, and questions about me and my personal experiences when people speak slowly and clearly.	I can understand phrases, short sentences, simple questions, and frequently used expressions within familiar situations. I can figure out the main point in short, clear, simple messages and announcements. I may need the information repeated.	I can understand some statements and questions. I can follow short conversations on topics familiar to me when people speak slowly and clearly. I may need the information repeated.	I can understand a sequence of sentences of clear standard speech on familiar matters. I can understand short, simple messages and the main point of many media programs on topics of personal interest. I may need the information repeated.	I can understand extended speech and follow discussions that are based on a variety of topics. I can understand most media programs that use familiar dialects.	I can understand extended speech even when it is informal and is in a context new to me. I can understand media programs without too much effort.	I can understand most spoken language by native speakers, whether live or broadcast. I can deduce meaning from the context.
	Reading	I can understand familiar words, phrases, and simple sentences.	I can understand very short, simple texts about everyday material. I look for cognates to help me determine meaning.	I can understand paragraphs about familiar topics and identify essential details. I can understand some authentic texts.	I can understand texts that consist mainly of high frequency everyday language. I can understand the description of events, feelings, and wishes in personal written communication.	I can understand articles and reports about contemporary issues and recognize the writers' viewpoints. I can understand literary texts with assistance.	I can understand long and complex texts as well as recognize a variety of styles. I can understand specialized articles and technical instructions.	I can understand with ease almost all forms of written language, including abstract and complex texts. I can distinguish subtlety, humor, and tone.
Interpersonal	Person to Person Communication	I can ask and answer simple questions on familiar topics using structures already learned. I can interact using memorized words and phrases.	I can exchange information about simple and routine tasks involving familiar topics and activities. I can handle short social interactions, even though I may have difficulty sustaining the communication by myself.	I can create simple sentences and deal with uncomplicated situations. I can deal with some situations likely to arise when traveling in an area where the language is spoken. I can exchange some information related to basic personal topics. I can ask a few appropriate questions.	I can participate spontaneously in conversations on familiar topics of personal interest pertinent to everyday life. I can respond to direct questions or requests for information. I can ask a variety of questions to obtain simple information to satisfy basic needs.	I can interact with a degree of fluency and spontaneity with others, including native speakers. I can take an active part in discussions in familiar contexts, expressing and explaining my views. I can begin and keep up a conversation, using a variety of sentences and expressions.	I can express myself fluently and spontaneously with occasional hesitations. I can use language flexibly and effectively for social and professional purposes. I can handle an unexpected turn of events or complication in a routine situation. I can use circumlocution and paraphrasing when needed.	I can take part effortlessly in any conversation or discussion, and I am familiar with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem, I can backtrack and restructure around the difficulty.
tational	Spoken Production	I can use simple phrases and sentences to provide information about myself and my immediate environment.	I can use a series of phrases and sentences to provide basic information about myself and my personal experiences.	I can connect basic sentences in a simple way in order to provide information about my personal preferences and needs, as well as some daily activities and events. I can relate, with some details, information about what I read and see.	I can connect sentences in order to describe experiences, events, and plans. I can give simple explanations for opinions. I can narrate a story and relate my reactions.	I can present clear and detailed descriptions on a range of subjects related to my experiences and interests. I can present my viewpoint on an issue and support my position.	I can develop a clear and well-organized presentation on a topic of personal, academic, or professional interest, paying appropriate attention to the audience. I am beginning to express myself fluently and convey finer shades of meaning precisely.	I can deliver a clear and smoothly flowing presentation or argument in a style appropriate to the context and audience, using an effective and logical structure. I can express myself fluently and convey finer shades of meaning precisely.
Present	Written Production	I can provide information about me and my immediate surroundings by writing simple notes and messages using memorized or learned phrases.	I can write short, simple notes and messages, and complete forms providing basic information about me and my personal experiences.	I can write simple sentences and questions about some apects of my life. I can use descriptive adjectives to write about people and things.	I can write a series of connected sentences about personal preferences, experiences, daily routines, and common events.	I can write clear and detailed descriptions and narrations of paragraph length about personal experiences and topics of general interest.	I can write a clear and well-organized presentation on a topic of personal, academic, or professional interest, paying appropriate attention to the audience. I am beginning to express myself fluently and convey finer shades of meaning precisely.	I can write a clear and smoothly flowing presentation or argument in a style appropriate to the context and audience, using an effective and logical structure. I can express myself fluently and convey finer shades of meaning precisely.
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